Indiana School for the Deaf

1200 East 42nd Street

Indianapolis, Indiana 46205

Parents Handbook

PARENTS HANDBOOK

SUMMER 1968

Indiana School for the Deaf Indianapolis, Indiana

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Superintendent

Robert T. Dawson

Assistant Superintendent for Instruction

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Business Administrator

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Workshop Director

Margaret Kraemer

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Conducted under provisions of the Elementary and Secondary Education Act of 1965; Title I, Public Law 89-313. Administered by the Indiana State Department of Public Instruction.

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A Message from the Superintendent

Alfred J. Lamb
Superintendent

Few parents are prepared to cope with the problems of providing proper care and education for their deaf child when they first learn of their child's hearing impairment. Over 90 per cent of our children have hearing parents. Most of these parents have had no first hand contact with a deaf person before their deaf child came into their home. Little wonder that they are almost totally unprepared for the heart-aches, disappointments, misinformation, and judgments that lie ahead.

Much has been done in recent years to improve the lot of parents of deaf children. Reliable assistance is now available through public and private agencies who are now more knowledge-able of the medical and educational resources available to parents of deaf children. There is still much to be done to assure appropriate services to all deaf children.

The contents of this handbook represent a portion of the results of the efforts of a team of dedicated parents of deaf children and teachers of the deaf working together to offer assistance to parents of children who will be enrolling in the Indiana School for the Deaf for the first time. It is the fervent hope of this group and of the state officials in charge of this school that this handbook will be helpful in the orien-tation of parents and children to the educational career that lies ahead for each deaf child enrolled.

Acknowledgments

This Parents Handbook was prepared during the summer of 1968 by a workshop committee composed of Cynthia Gantt, Paulene Kemple, Margaret Kraemer, Lelia McQuern, and Mary Jane Rhodes. Carol Burns served as typist.

Special credit is due Mr. Lester Stanfill, director of the Indiana School for the Deaf Visual Media Laboratory, and Messrs. Paul Baldridge and Harold C. Larsen of the school's print shop for their assistance in publication of the handbook.

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HISTORY

Main Building, Indiana School for the Deaf

HISTORY OF THE INDIANA SCHOOL FOR THE DEAF

In the spring of 1843, Mr. William Willard, a teacher at the Ohio School for the Deaf, came to Indianapolis with the intention of establishing a private school for the deaf. On May 30 a meeting was called in the General Assembly to enact resolutions endorsing Mr. Willard's interest in establishing a school for the deaf in Indianapolis. The resolution stated in part:

> He commenced a school for deaf mutes on a small scale at Indianapolis, preparatory to such further action of the legislature and other encouragement as may be given for the establishment of any asylum.

Mr. Willard then toured the state searching for deaf children before founding his school. It was opened on Washington Street, midway between Illinois and Capital Streets, on October 1, 1843. The school opened with six pupils and had sixteen at the end of the school term. These sixteen pupils were from eleven counties. The First Annual Report of the school had the following to say about Mr. Willard's ability as a teacher.

> He had charge of a small school of deaf mutes in Indianapolis, during the winter of 1843-44, and it is presumed no one who then witnessed the rapid improvement of the pupils under his instruction, will be deposed to doubt the extent or thoroughness of his qualifications as a teacher.

In December 1843, the state legislature succeeded in having passed a law making Mr. Willard's private school for the deaf a state institution. Governor James Whitcomb signed the bill on January 15, 1844. Mr. Willard was reimbursed for his work with his semi-public school by the state. The amount given him was not stated. A few years after the school was in operation the first trustees of the new institution were selected. An account of the founding of this body follows:

> Be it enacted by the General Assembly of Indiana, that the Governor of the State (James Whitcomb), Treasurer (Royal Mayhew), and Secretary of State (William Sheets), Henry Ward Beecher, Phineas D. Gurley, Love H. Jameson, Livingston Dunlop, and James Morrison of the County of Putnam, and their successors, be and are hereby constituted a body politic and corporate, to be known

by the style of the "Trustees of Indiana Asylum for educating the deaf and the dumb," and by such corporate name and style sue and be sued, plead and be inpleaded in any Courts in this State.

The Indiana School for the Deaf was the sixth state school for the deaf to be established in this country. Every year in October the Indiana School for the Deaf honors Mr. Willard with a Founder's Day program. In the fall of 1966, the Student Council of the school erected a marker in his memory at Willard Park, site of the first school.

On January 15, 1846, during the administration of Governor James. S. Brown, the legislature passed a law making provision for a full education for all the deaf children of the state. Prior to the above date all students were required to pay board unless they could supply affidavits of poverty. It is to the everlasting glory of the State of Indiana that it was the first to provide universal free education for the deaf children.

In August 1870, when the Reverend Thomas MacIntire was superintendent, the school was host to the Seventh Convention of the American Instructors of the Deaf. By 1884, under Superintendent William S. Glenn, the enrollment reached 374. Mr. Eli P. Baker became the fifth superintendent of the school in 1884 and during his administration promoted the teaching of speech and speechreading as well as the introduction of the aural method which aims at the development of residual hearing. During his administration a printing shop was opened, and he also gave the school its first supervisory principals.

In July 1889, Mr. Richard O. Johnson became the sixth superintendent, and served in this position for thirty years. His long career as superintendent brought many changes to the school. He was responsible for the establishment of a normal training department to train teachers of the deaf. Mr. Johnson encouraged the promotion of speech and speechreading even though he felt that only approximately five to eight per cent of the deaf could be successfully educated by the purely oral method. He wanted to separate these children from the rest of the school and establish an oral department for them. In 1892, he originated the first distinctly oral class at the school. However, he was not the first superintendent to favor oralism. Dr. Glenn,

who served from 1879 to 1884, was very much in favor of oralism and discussed the issues of the method in length and generally encouraged its use.

During World War I when the school was taken over by the United States Army, Superintendent Johnson established a correspondence school so that the students could continue to learn. It was during Mr. Johnson's administration in 1909 that the General Assembly passed a law making the attendance of deaf children at the Indiana School for the Deaf compulsory between the ages of eight and sixteen. The movement of the school from the site on Washington Street, where it had been located for sixty-one years, to the new buildings at the present location on Forty-second Street took place during Mr. Johnson's term on Friday, October 13, 1911.

In July 1919, a new superintendent, Dr. Oscar M. Pittenger, took over and he was successful in securing funds for a nine-month school year. He was the first superintendent to employ a field agent to advertise the school to the public and persuade reluctant parents to send their children to the school. During Dr. Pittenger's term of office the enrollment of the school reached 455.

Dr. Jackson A. Raney became the school's eighth superintendent in May 1935. His zeal, foresight, and tireless efforts made the school one of the best in the country. Many of the graduates of the school went to Gallaudet College. The library was vastly improved, and standards for teachers were established. During the 1950-51 school year there was discussion in the legislature about disbanding the Indiana School for the Deaf and placing all deaf children in the so called "Special Classes" of the public schools. Superintendent Raney was extremely concerned and vocal about this proposal. This piece of legislation never reached the floor for debate.

January 1957 brought another change in administration of the school when Dr. William J. McClure became superintendent. During Dr. McClure's ten years in Indiana, the school had very rapid growth. Several new buildings were erected, and the enrollment increased from 410 in 1957 to 626 in 1966, making the Indiana School for the Deaf one of the largest schools for the

deaf in the world. At that time the educational staff numbered 108 and included a number of specialists in various areas of deaf education. Dr. McClure was a strong proponent of speech and fingerspelling for the deaf, but he realized the need for the language of signs in some places outside the classroom. One of his most cherished achievements at the Indiana School was the opening of a recreational center for the children called the 1200 Club.

The present school superintendent, Mr. Alfred J. Lamb, took over administration of the school in February 1967. Mr. Lamb served as assistant superintendent and principal prior to becoming superintendent. He also served intermittently as high school supervising teacher. Mr. Lamb played an integral part in the development of a comprehensive program at the high school level, providing capable deaf students an academic program more comparable to those of public schools. Many deaf schools throughout the United States have revised their secondary departments using Indiana's high school program as a model. In 1966, Mr. Lamb directed a summer school session for grades eight through twelve and a teachers workshop, held in conjunction with summer classes. This was the first summer school session in the history of the school.

Terms of Indiana School for the Deaf Superintendents

William Willard	October 1, 1843 - July 1, 1845
James S. Brown	July 1, 1845 - July 7, 1853
Thomas MacIntire	July 7, 1853 - May 29, 1879
William S. Glenn	May 29, 1879 - December 15, 1884
Eli P. Baker	December 15,1884- July 1, 1889
Richard O. Johnson	July 1, 1889 - July 1, 1919
Oscar M. Pittenger	July 1, 1919 - May 1, 1935
Jackson A. Raney	May 1, 1935 - November 16, 1956
Alfred A. Lamb (acting superintendent)	November 16,1956- January 29, 1957
William J. McClure	January 29, 1957- February 1, 1967
Alfred J. Lamb	February 1, 1967

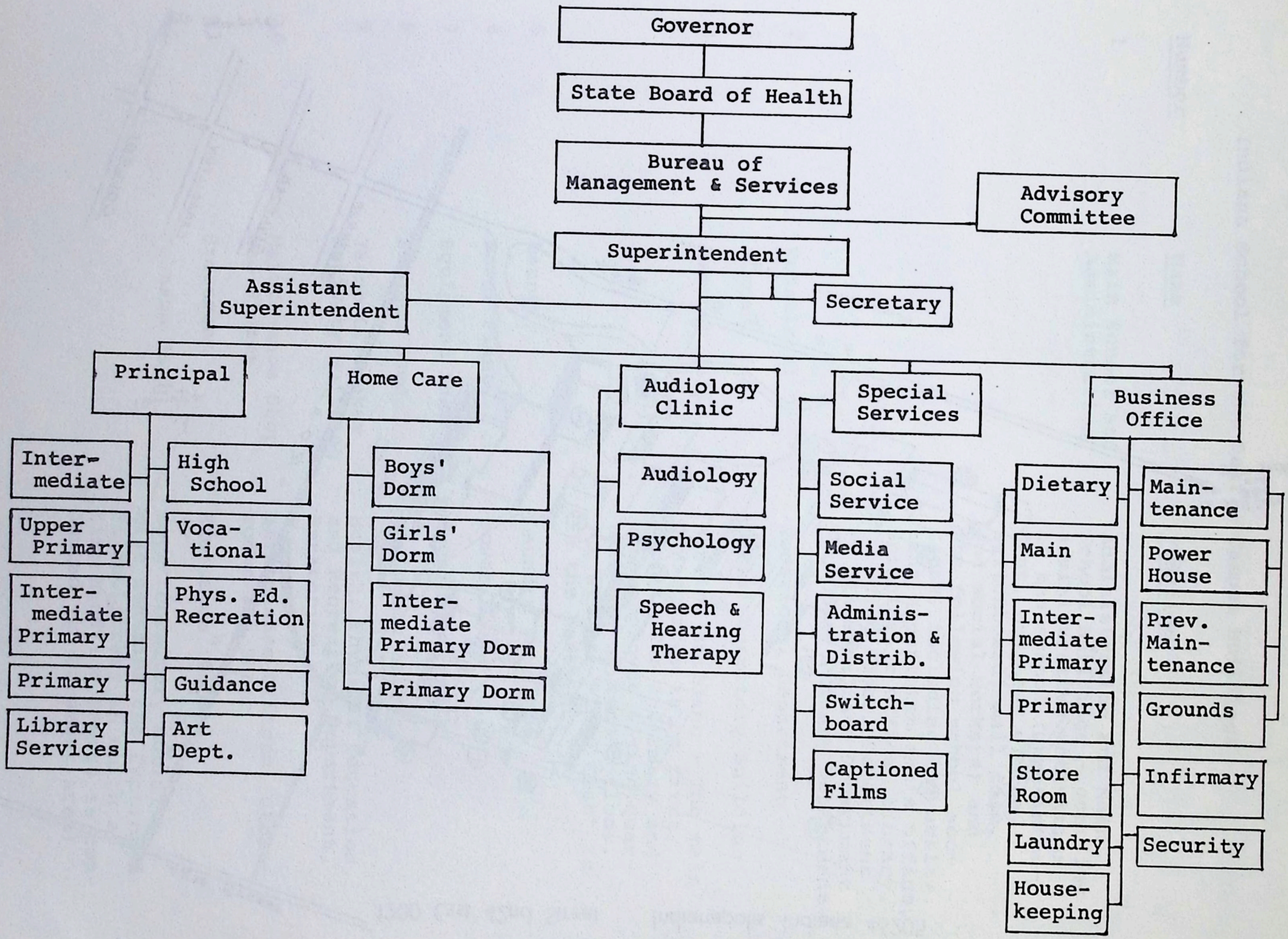
Locations of the Indiana School for the Deaf

West Washington Street (one year 1843-44)
Illinois and Maryland Streets (two years, 1844-1846)
South side of East Washington Street between Pennsylvania and Delaware (four years, 1846-1850)
Washington and State Streets (sixty-one years, 1850-1911)
1200 East 42nd Street, present location, (1911-)

School Names and Year Names Originated

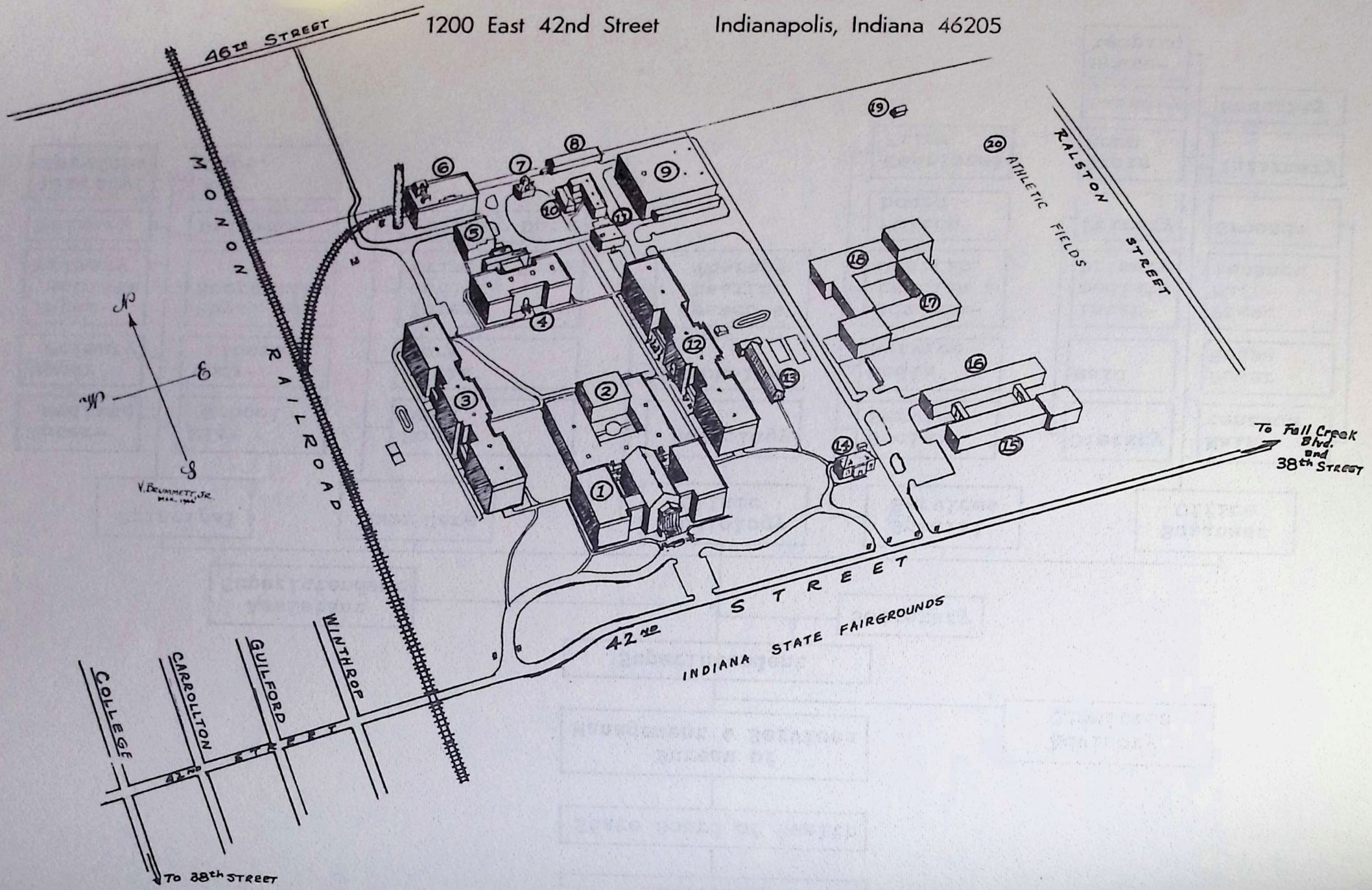
Indiana Asylum for the Education of the Deaf and Dumb (1843)
Indiana Asylum for Educating the Deaf and Dumb (1851)
Indiana Institution for Educating the Deaf and Dumb (1853)
Indiana Institute for the Education of the Deaf and Dumb (1866)
Indiana Institution for Educating the Deaf and Dumb (1867)
Indiana Institution for the Education of the Deaf and Dumb (1882)
Indiana School for the Deaf (1961)

From A History of the Indiana School for the Deaf (1843-1967), an unpublished paper by Roy K. Holcomb


Governor
State Board of Health
Bureau of Management & Services
Advisory Committee
Superintendent
Assistant Superintendent
Secretary
Principal
Home Care
Audiology Clinic
Special Services
Business Office
Inter-mediate
Upper Primary
Inter-mediate Primary
Primary
Library Services
High School
Voca-tional
Phys. Ed. Recreation
Guidance
Art Dept.
Boys' Dorm
Girls' Dorm
Inter-mediate Primary Dorm
Primary Dorm
Audiology
Psychology
Speech & Hearing Therapy
Social Service
Media Service
Adminis-tration & Distrib.
Switch-board
Captioned Films
Dietary
Main
Inter-mediate Primary
Primary
Store Room
Laundry
House-keeping
Main-tenance
Power House
Prev. Main-tenance
Grounds
Infirmary
Security

Indiana School for the Deaf

1200 East 42nd Street Indianapolis, Indiana 46205



Indiana School for the Deaf — Campus Buildings

Number	Name	Function
1	Main School and Administration	Administration and Main School Buildings - contains administrative activities of the school (superintendent, business office, switchboard, mail room, and social workers) and the following school sections, including the assistant superintendent's office, principal's office, library, High School Department, Intermediate Department, Upper Primary Department
2	Vocational	Vocational Department
3	Simpson Hall	Girls' Dormitory Building
4	Beecher Hall	Service Building - The main dining room is on first floor. The infirmary and some employee living quarters are on second floor. The student "1200 Club" is in the basement.
5	Laundry	Laundry
6	Power Plant	Power House
7	Equipment Shed	Machinery repair
8	Storage Shed	Equipment storage
9	Jacob L. Caskey Activity Building	Health, Physical Education, and Recreation Department, Natatorium
10	Maintenance Shop and Stores	Maintenance Offices, Storerooms and Shops
11	Storeroom	Storeroom (food)
12	Johnson Hall	Boys' Dormitory Building - also contains the Captioned Films Library in which a film handling course is conducted (in basement area)

Number	Name	Function
13	Green House	Green House
14	Honor Cottage	Annex to Boys' Dormitory referred to as "Honor Dormitory" (previously the Superintendent's residence)
15	J. A. Raney Unit	Primary Department-also contains the Audiology Clinic
16	J. A. Raney Unit	Primary Department Dormitory - includes food service facility
17	William Willard Unit	Intermediate Primary Dormitory - includes food service facility and a guest bedroom
18	William Willard Unit	Intermediate Primary Department - also contains a suite of rooms for speech therapy
19	Scout Cabin	Scouting Activities
20	Athletic Fields	Athletic Fields

EDUCATIONAL PROGRAM

Accreditation

The Indiana School for the Deaf holds a First Class Commission (Grades K-12) from the Indiana State Department of Public Instruction.

Reading Laboratory

Requirements for Enrollment

Indiana children who cannot be satisfactorily educated in the regular public schools because of a hearing deficiency are eligible for admission to the Indiana School for the Deaf. Candidates for admission must be of sufficiently sound mind and body to be capable of receiving an education. Children who hear normally but cannot talk are not eligible for admission. Beginning children are admitted only at the start of the fall term. Candidates for admission may be children who were born deaf or who lost their hearing in early infancy. Children who lose their hearing after beginning public school and who can no longer satisfactorily continue there are also eligible for admission. Parents or guardians of all children admitted must be legal residents of the State of Indiana.

Teacher Requirements

Teachers and other professional staff members at the Indiana School for the Deaf are well trained, experienced, and dedicated to their tasks. A large percentage of the educational staff not only are certified by the Indiana Department of Public Instruction but also hold certificates as Teachers of the Deaf awarded by the Conference of Executives of American Schools for the Deaf. Fifty per cent of the professional staff have graduate credit at the master's degree level or higher. Opportunities for professional improvement are provided through workshops, travel-study programs, and university course work.

Supervising Teachers

Each educational department is headed by a supervising teacher, and all questions concerning classroom problems or a child's academic achievement should be directed to them. Parents should contact the supervising teacher's office when they

want information concerning a child's class placement, progress in schoolwork, or other information concerning his classroom activities.

Primary Department

Newly-enrolled pupils usually begin their educational training in the Primary Department where a preschool year and two preparatory years prepare pupils for the first grade. It is here that the children receive a thorough foundation in speech, speech reading, and readiness work in language, reading, writing, and mathematics. All classroom instruction is conducted orally.

The Primary Department is housed in a self-contained unit with school facilities, library, and activity room in the south wing and dining room, dormitories, and play areas in the north wing. The unit makes it possible to educate the younger children in the most advantageous surroundings and to encourage oral communication under constant supervision. The Audiology Center is located in the Primary Unit.

Intermediate Primary Department

Following the completion of preschool and preparatory work, children are transferred to the Intermediate Primary Department where more formalized instruction in basic educational skills is stressed. Emphasis is continued on speedh and speech reading as a means of communication.

The Intermediate Primary Department is located in a newly constructed building on the east side of the campus. The building provides classroom facilities, a library, a large multipurpose room, dining room, and dormitory facilities.

The offices of the school psychologist are located in the Intermediate Primary Unit.

Upper Primary Department

As children develop in social maturity and academic ability, they are assigned to the Upper Primary Department located in the Main Building of the school. This department continues instruction in the basic skills of reading, expressive language, and mathematics as well as the acquisition of ever broader areas of general knowledge. Speech and speech reading are the primary forms of communication used in instruction.

Girls in the Upper Primary Department are housed in Simpson Hall, the older girls' dormitory. Boys are housed in Johnson Hall, the older boys' dormitory.

Intermediate Department

The Intermediate Department provides instruction from the fifth through seventh grades. Pupils study a wide area of subjects comparable to that of the public school academic program of the same level. Special instruction is provided in speech and vocational subjects.

The Intermediate Department is located on the second floor of the Main Building. Dormitory arrangements are in Simpson Hall for girls and Johnson Hall for boys.

High School Department

The Indiana School for the Deaf is one of the few American schools for the deaf which offers a fully accredited high school program.

At the present time students in the High School Department may choose one of four programs leading to the high school diploma. Diplomas may be earned in academic, regular, vocational, or special areas.

Help in choosing the program best suited to the individual student is available from the guidance director.

A full program of academic and vocational subjects is offered to students in the High School Department. Individualized instruction is provided in speech and speech reading.

High school students participate actively in school affairs through the Student Council, the Junior National Association of the Deaf, class organizations, and the honorary social clubs.

Physical Education Department

The new Jacob L. Caskey Activity Building serves as a center for the physical education, health education, driver education, recreation, and athletic activities. The department not only has charge of the activities in the Activity Building, but also conducts physical education classes for the Primary and the Intermediate Primary Departments in their activity rooms. Swimming, diving, and lifesaving classes are held in the modern pool area.

Driver training, including classroom instruction and practice behind the wheel in a dual-control driver training car, is offered in the high school program.

Vocational Department

The industrial arts and vocational programs at the Indiana School for the Deaf are integral parts of the total educational program. Pupils begin their instruction in prevocational work at the fifth grade level. For the first three years they are rotated through the various basic vocational courses. At the beginning of high school they are placed in the area in which they have shown the greatest interest and aptitude. Throughout their high school career they are allowed to remain in the area of their choice.

Offerings of the Vocational Department include woodworking, cabinetmaking, metal work, shoe repair, leather work, general printing, linotype operation, teletypesetting, offset lithogra-

phy, art, arts and crafts, foods and nutrition, homemaking, beginning sewing, advanced sewing and dressmaking, Typing I, Typing II, bookkeeping, office practice, general business, business machine operation, photography and media development, film handling, mechanical drawing, drafting, and vocational mathematics.

All courses are open to both boys and girls; however, the girls almost always choose business education or home economics subjects, and the boys usually choose those subjects pertaining to printing or other trades.

Further Education and Occupational Expectations

Over the period of the last fifteen years the number of students receiving diplomas and the number of students receiving certificates of attendance from the Indiana School for the Deaf have been about equal.

The achievement level of the above group ranged from near the third-grade level to over the twelfth-grade level. The average was near the national average for deaf students at the middle of the sixth grade. The average achievement and the number of students receiving certificates of attendance reflect the low dropout rate at this school. The dropout rate is less than one per cent. Deaf children are required by law to attend school until they are eighteen years of age unless dismissed by the superintendent. Seldom are students with low achievement dismissed, nor do they drop out. Their course plan is revised to suit their capabilities better and to prepare them for employment.

Most of the students leaving the Indiana School for the Deaf have found immediate employment. A majority of the girls have found employment in office work. A majority of the boys have found work in the manufacturing industries. Most of the jobs obtained could be classified as skilled or semiskilled occupations. Some of the former students have obtained positions in professional and managerial fields.

About one-half of the students leaving school obtained further schooling by attending a business college, a trade school, a night school, or a college. A little over sixteen per cent

have entered college with about one-half of them earning a degree.

The increased technology in business and industry will be demanding a more highly educated person in the future. This person will also have to be a more stable, well-adjusted individual who can adapt to constantly changing occupations.

In order for the deaf student to meet the challenge of the future, it will be necessary for the parents and school personnel to work together in helping the deaf student to learn more, to learn quicker, and to instill in him a desire for ever higher knowledge.

The Library

The main library, supervised by a full-time librarian, contains over 7,000 volumes of academic and recreational reading available to pupils in the Upper Primary, Intermediate, and High School Departments. Each class has at least one scheduled library period each week. Older children have additional use of the library as needed.

Educational films, filmstrips, records, and other visual aid materials are available in the main library. Of special value to adults interested in work with the deaf is a very complete section of books on education and psychology with emphasis on deafness and the deaf. A wide selection of current magazines, periodicals, and daily newspapers is also available in the main library.

The Primary Unit, the Intermediate-Primary Unit, and the Vocational Building have libraries included in their facilities. The librarian and the supervising teachers coordinate their efforts to provide appropriate materials at all levels.

Reading Laboratory

A reading laboratory equipped with the most modern mechanical aids to growth in independence in reading is available to

classes and individual students in the Main Building. The reading machines provide practice especially suited to each students' needs and abilities.

Report Cards

Report cards are mailed to parents four times each year. Each department utilizes a report card form which best evaluates its specific educational purposes.

Pupils in their first year in the Primary Department are evaluated individually through written comments by the teacher. Character growth as well as educational progress is noted.

Older pupils in the Primary Department and all pupils in the Intermediate Primary Department receive report card forms providing for evaluation of progress in basic skills as well as character growth. Checkmarks used:

(+) Indicates satisfactory progress
(✓) Need for improvement
(_) No improvement shown

Upper Primary Department report cards continue to evaluate growth in personal and social habits and progress in academic skills. The symbols for marking these reports are similar to those used in the other primary departments.

Formal letter grading is begun at the Intermediate level and continues through the High School Department. Achievement in academic subjects is evaluated on a scale from A (superior) to F (failing). Growth in citizenship and work habits are also noted.

Students in the Vocational Department receive a vocational analysis card in addition to letter grades on the report card. The students are graded on performance and personal characteristics.

SUPPLEMENTAL SERVICES

Audiology Clinic

Audiology Department

The audiology program consists of clinical services, technical services, and speech and hearing therapy. The staff consists of a secretary, a part-time social worker, four speech and hearing therapists, a psychologist, and an audiologist who is the director. The facilities include the Audiology Clinic in the Primary Unit Building which houses a hearing test suite, a sound laboratory, a psychological screening room, and offices for the secretary, psychologist and audiologist; a second hearing test suite in the Main Building; equipment closets in the Main Building and Intermediate-Primary Unit Building; speech therapy rooms in both these buildings; and a psychological testing room and office in the Intermediate-Primary Building.

The Primary Audiology Clinic serves as the admissions office for the school. Children are examined there by the psychologist and audiologist before being enrolled. In addition the psychologist has a program of testing children in school. The audiologist has a similar program for hearing evaluations. The test information is shared with teachers and parents from time to time. The psychologist also provides consultation regarding problems of behavioral adjustment which occur in the educational or dormitory programs. The Audiology Clinic maintains a liaison with other state and local centers and agencies offering special services to deaf children and their families and may coordinate these services for their benefit.

The technical responsibilities of the Audiology Department include the maintenance of school-owned auditory training equipment and arrangements for repair of the children's own hearing aids. Repairs for school-owned equipment are provided on a contract basis. An engineer and a technician service the auditory training units in the classrooms.

The Audiology Department staff assists teachers in checking individual hearing aids and arranging for their repair when a breakdown occurs. Four speech and hearing therapists, who are assigned to various departments throughout the school, maintain an inventory of the school-owned and the privately-owned equipment. The speech therapists also see the children above the

primary grade level in small groups for intensive speech therapy, auditory training, and lipreading instruction. In addition, they serve as consultants to classroom teachers in matters concerning the amplification equipment and the hearing level and speech characteristics of individual children. They cooperate with the teachers in preparing children for speech activities outside the classroom, such as the special holiday program, the Choral Club, the Pep Club, and the annual speech and lipreading contest.

Business Administrator

The business administrator supervises school service activities including chief of maintenance, storekeeper, executive housekeeper, head nurse, laundry foreman, and dietitian, plus four persons working in the Business Office.

He is responsible for preparation of budgets for personnel salaries, operating supplies, equipment, construction, and repairs. He insures that expenditures are in accordance with approved budgets and allotments.

He is responsible for preparation of the payroll, maintenance of personnel records for 300 employees, and preparation and submission of all requisitions, and financial and personnel reports.

Dietitian

The dietitian directs two food service supervisors who are in charge of three food facilities (main kitchen, Intermediate-Primary kitchen, and Primary kitchen). She prepares menus, orders food and equipment, rates the performance of personnel, and monitors work schedules and attendance of employees. It is her responsibility to see that all functions of the dietary department adhere to the Indiana Board of Health standards.

Chief of Maintenance

The chief of maintenance supervises the power house, general maintenance, preventive maintenance, and grounds sections.

He is responsible for proper operation of heating, lighting, water and sewage systems, as well as various items of equipment on campus. He operates and controls use of 13 powered vehicles (cars, trucks, tractors, etc.). He maintains the grounds, including grass cutting and snow removal. He monitors activities of commercial contractors performing work or construction on the campus.

Laundry Foreman

The laundry foreman supervises the personnel in the laundry who collect and launder children's clothes and school linens. He is responsible for the cleaning of drapes and supervision of the seamstress who mends school linens and children's clothing.

Social Service

The Social Service office is a relatively new department at the Indiana School for the Deaf. Justification of its existence is the fact that all schools have some students with special problems that may interfere with their school success and/or their relationships with others.

The classroom teacher provides much individual help, but there are some students who need more help than the teacher is capable of giving without neglecting his other students. The sole function of the social workers is to be available for counseling with all problems large and small.

The goal of the social workers is to assist troubled children through working cooperatively with the teachers, dormitory staff, and parents in identifying problems, and in discussing ways of bringing about effective solutions.

Infirmary

The school infirmary, under the supervision of a registered nurse, provides emergency and short term care in cases of minor accidents and illnesses. The school physician makes regular visits to check on infirmary patients and he is on call at all times. A dentist examines all children once each year and is on call for emergencies.

At present the infirmary is located on the second floor of the service building, Beecher Hall.

NOTE: For additional information see PARENT RESPONSIBILITY.

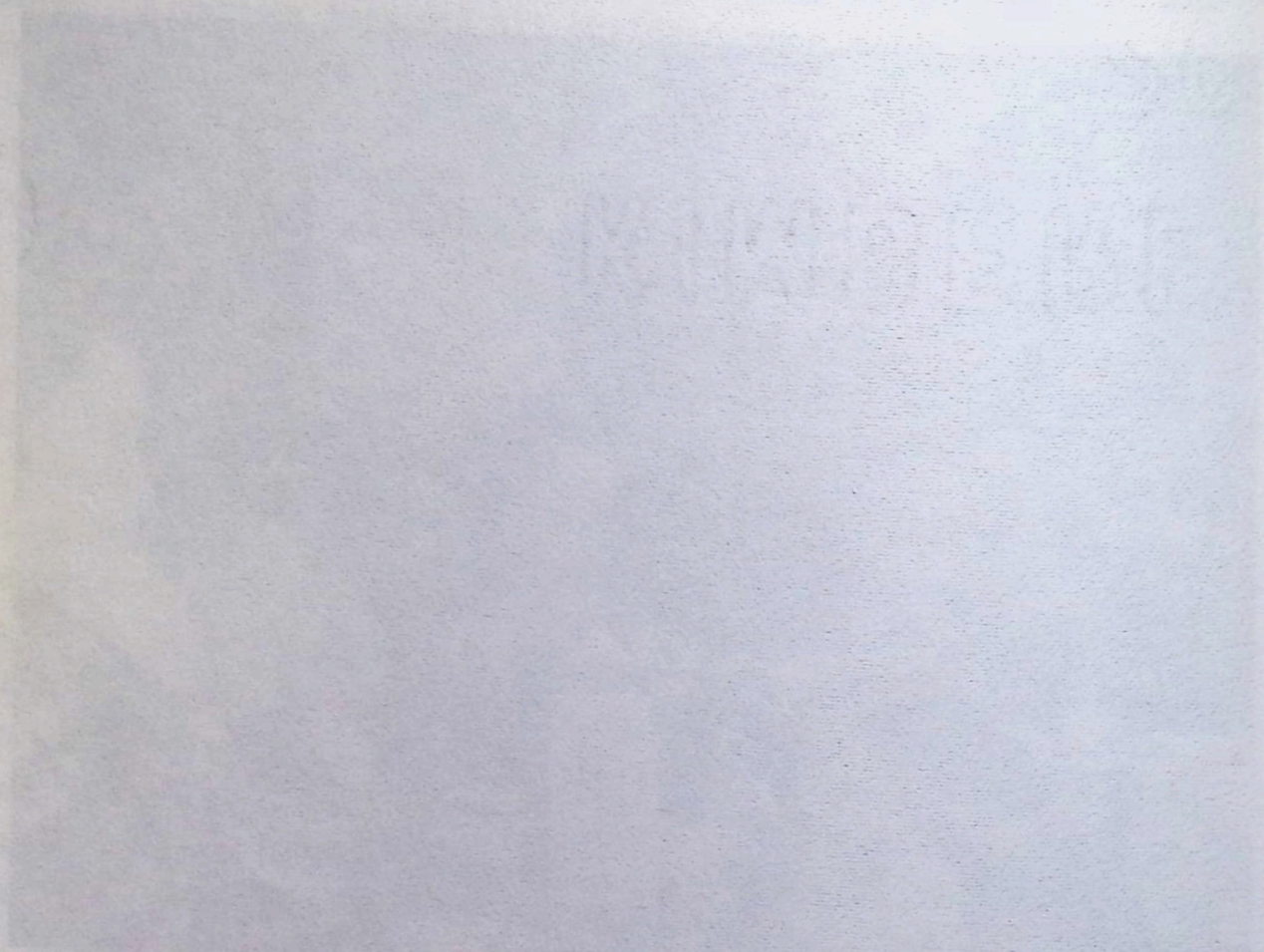
Guidance Director

The school employs a full-time guidance director who provides counseling to students, staff, and parents. The director administers and interprets academic and vocational tests to students in the high school department and provides students with assistance in selection of courses and work experiences. Through the guidance director, the school cooperates in a work-study program at the Indianapolis Crossroads Rehabilitation Center and with industry and business facilities located in the Indianapolis area.

The office of the guidance director also aids graduating seniors in vocational planning and placement. Counseling for college and other forms of postgraduate study and training are also provided.

DORMITORY PROGRAM

Primary Dining Room



Dormitory Life

Children may attend the Indiana School for the Deaf on a residential or day student basis, depending upon such factors as distance from school, wishes of parents, and the children's adjustment to school work. Children who reside at the school may spend the weekends, as well as the various holidays, at home throughout the nine-month school year. All of the children go home for Thanksgiving, Christmas, spring vacations, and the summer months. A large number of day pupils commute. More than half of the children go home every weekend and many others go every other weekend. A captioned film is shown every weekend to the children who remain on the campus. The children who do not go home over weekends are also entertained with parties, sightseeing trips, athletic contests, and other activities. After school hours and on weekends counselors and deans are constantly on duty giving the children the attention, care, and guidance which they need. Adequate playground and recreational facilities help to make the school environment pleasant and attractive. Many opportunities for leisure time activities are provided in the dormitory recreational rooms. These rooms are equipped with many of the modern conveniences of life including television and various kinds of games. Parties and social affairs are often held in the 1200 Club. Bowling is open to the older boys and girls. Johnson Hall and Simpson Hall each have two bowling alleys.

Study time is provided in the dormitories for the intermediate children for 45 minutes and for the older ones for one hour on Monday, Wednesday, and Thursday. Students may study longer and at other times if they wish. Tuesday evenings are devoted to club activities of many kinds.

The dormitory directors and deans are the authorized heads of the dormitory buildings. All questions and problems concerning these dormitory areas and homegoing SHOULD BE TAKEN UP WITH THESE PEOPLE and not with the classroom teachers or the supervising teachers. Parents should contact the directors or the deans for information concerning their child in the dormitory area.

Daily Schedule

Primary and Intermediate Primary Pupils

6:45 a.m.	Children rise
7:30	Breakfast daily--(8:00 a.m. Saturday and Sunday)
8:30	School
9:55-10:15	First recess
10:15-10:30	Second recess
10:30-10:55	Third recess
10:00	Midmorning snacktime--milk
12:30 p.m.	Noon lunch
1:00	Rest period
1:20	School
2:30	Midafternoon orange juice
2:45	School ends for the day
3:00	Playground and recreational activities
5:30	Evening meal or supper
6:00	Play time and recreational activities
7:30	Bedtime--wee folks (4-5 years old)
8:00	Bedtime--older children

Dormitory Children's Responsibilities

Primary Dormitory and Intermediate Primary Dormitory

1. Make their beds--with guidance and help.
2. Hang up their clothes at all times.
3. Pick up toys.
4. Help to keep lounges and bedrooms neat and attractive.
5. Older children assist beginners with dormitory chores.
6. Older children help keep bathrooms neat and clean on weekends.
7. Bring attendance books to desk--front and center.
8. Run many errands within the dorm and to a nearby building.
9. Pick up all papers and sticks around the building.
10. Help sort laundry.
11. Pick up bibs in the dining room.
12. Older children help serve food at tables and assist with wee folks at mealtimes.

Daily Schedule

Simpson Hall Dormitory (Older girls)	Johnson Hall Dormitory (Older boys)
6:15 a.m.	Students rise (7:30 Saturday and Sunday)
6:45	Daily dormitory chores
7:30	Breakfast (8:00 a.m. Saturday and Sunday)
8:30	School
12:05	Younger students return from school
12:10	Older students return from school
12:20	Noon lunch (12:30 Saturday and Sunday)
1:00	School
2:45	Younger students return from school
3:45	Older students return from school
	After school, recreational activities for all students
6:00	Supper (5:30 on Saturday and Sunday)
6:45	Study hour on school nights (fifth grade and up)
8:30 and 9:00	Bedtime for younger students
9:30 and 10:00	Bedtime for older students

Junior and senior students may stay up later on Friday and Saturdays.

Clubs meet on Tuesdays, usually 7:45 p.m.-9:00 p.m.

Responsibilities of the Older Children

Simpson Hall Dormitory (Older girls)

Johnson Hall Dormitory (Older boys)

1. Get up in time to do chores and get ready for breakfast. (Houseparents turn on the lights.)
2. Do an assigned task daily.
3. Keep own rooms neat and clean. (Smaller children get help with this.)
4. Be responsible for own clothing. (Smaller children get help with this. Some high school girls do their own laundry, but this is not compulsory. Washers and dryers are provided.)
5. Be ready for meals and school on time.
6. Be ready for bed by time for "lights out."
7. Take showers at least three times a week. (Shower may be taken daily if one wishes.)
8. Report to the houseparent on duty before leaving the building after school hours.
9. Sign out when leaving the campus on designated days. (High school students only in groups of 2,3, or 4, depending on school grade.)
10. Study at least one hour a day in the dormitory.
11. Plan the regular activities for the 1200 Club. This includes keeping the club room in order and managing the Snack Bar.
12. During the basketball season, manage the concessions in the Activity Building.

In the fall of 1967 the school started a system of privilege cards for the high school students. With these cards, the students have more responsibilities for their own conduct.

To Call for Pupils

Pupils may be called for on the weekends and holidays directly at the dormitory without coming to the Main Office except for approved special visitations. Pupils will be allowed to leave only with those persons whose names and addresses have been listed by parents or guardians on the transportation forms provided and mailed to the parents prior to the opening of school each year. Only relatives and adult friends of the family may be listed. These forms should be filled out immediately and returned to the school on opening day.

Arrangements for children to leave school at times other than the regular weekend visits and for holidays must be made with the superintendent's office. Children may not be taken from the dormitories at any time without a pass issued by the dean or the assistant on duty.

NOTE: For specific information concerning weekend homegoing arrangements see PARENT RESPONSIBILITY.

Student Visiting Privileges on Campus

Older students who have brothers and/or sisters in the Primary Dormitory and Intermediate Primary Dormitory have the privilege of visiting in these two areas every Wednesday afternoon after school and also at certain hours every Saturday morning. Older students may also be invited to attend special events such as birthday parties for younger brother or sister.

During the fall and spring those visiting brothers and sisters may participate in the various playground activities with the other children. During the winter months, visiting hours are spent in appropriate indoor and/or outdoor activities.

Fire Drills

There is a central fire alarm system in the Power House where hearing persons are on duty 24 hours a day. When a fire alarm is sounded in any building on campus, an alarm also sounds in the Power House and the control board indicates the building in which the fire is located. Power House personnel call the Indianapolis fire department immediately to report the location of the fire. In this way when a person (deaf or hearing) discovers a fire, he may hit the panic button to start the evacuation of children and be assured that the fire will be reported to the fire department at once.

As an added precaution the person detecting the fire is also instructed to see that the fire department is called in the event there is a malfunction in the central alarm system. The fire station serving the school is only a block from the rear of the campus, and past experience has demonstrated that firemen can be on the scene in a matter of a minute or two.

Needless to say, precautions are taken for other emergencies which might arise. Hearing persons are on duty at all times in each dormitory to receive and initiate telephone calls, as well as to alert deaf persons to other situations which are detected through hearing. Also, all night watchmen and night duty counselors in the dormitories are people with normal hearing. This assures that at least one hearing person is awake and on duty in each dormitory while regular counselors and children are asleep. All staff members living in the dormitories are subject to call at all times throughout the night.

EXTRACURRICULAR ACTIVITIES

EXTRACURRICULAR ACTIVITIES

Outside school hours houseparents and counselors are constantly on duty, giving the children the attention and care they need in their "home away from home." Adequate playground and recreational facilities help to make the campus pleasant and attractive to the students. The school is a member of the Indiana High School Athletic Association and has a varied interscholastic athletic program.

There are honorary social clubs for the older boys and girls as well as an organized scouting program.

Recreational facilities include the Jacob L. Caskey Activity Building, the 1200 Club, the dormitories, and outside playground facilities.

Primary Dormitory

One of the most popular activities is swimming. Even the younger children quickly learn to watch the schedules and know which is their day to swim. Equally popular is the yearly trip to the Shrine Circus at the State Fairgrounds Coliseum. For weeks preceeding circus day counselors and teachers are busy preparing the children for this event.

Trips to the 1200 Club snack bar and visits to the Marcy Village drug store are both recreational and educational. The children are allowed to make their own selection and pay for the treats themselves.

The trip to Deer Valley Fun Farm on a Saturday in May is always a highlight of the year. The children also attend an annual pancake supper sponsored by a local organization. From time to time, other special activities are sponsored by outside organizations. These usually include refreshments and sometimes small gifts to the individual children or their building. During the winter months when outdoor activities are limited, Saturday afternoon movies are shown.

The children also may visit the Indianapolis Zoo and attend puppet shows and concerts at Clowes Hall.

Intermediate Primary Dormitory

There are six units in this dormitory, and each unit is equipped with a color TV set and toys suitable for the age and sex of the children within the unit.

A well-equipped playground is outside the building for the children's use and this equipment, along with scooters, pogo-sticks, and roller skates, is used continuously when weather permits.

There is a large activity room which can be divided into two parts. One-half is used for physical activities, with physical education equipment, and the other half is used for creative activities such as woodwork, painting, and building with blocks.

All of the children can participate in the swimming program.

Every Monday all girls attend Brownie Scout meetings and many of the boys are Cub Scouts.

Sometimes volunteers come in to take the oldest girls to dancing classes.

Throughout the year groups of children go on visits to places of interest such as the airport, fire station, and the drug store. Many of these visits take place on the weekend when only a few children are staying at school.

Throughout the year each unit has many parties. The children and counselors make good use of the staff kitchen to prepare for these parties.

In the winter months captioned films are shown to the children on Saturdays.

There is a candy store where each child can spend up to five cents a day.

The boys spend many hours playing with the electric train.

Rhythm Bands

Children in each of the three primary departments enjoy learning to interpret music through their activities in the rhythm bands which meet biweekly.

The Primary and Intermediate Primary rhythm bands use typical rhythm instruments to play seasonal melodies for programs presented to their classmates and parents.

Children in the Upper Primary Department may take part in rhythm dance classes. They learn folk and interpretive dances which are performed in assembly programs during the year.

Boys Dormitory

Facilities are available in the boys dormitory for ping pong and bowling. Outside playground equipment includes a roller skating rink, tennis courts, swings, and slides. In bad weather the younger boys have large basement playrooms where they can work off some of their energy. Each unit of two dormitories has a living room with TV, games, and other apparatus.

The high school boys may go shopping on their own on designated days in groups of two, three, or four. Younger boys go on supervised shopping trips, mostly on Saturdays. The juniors and seniors may have dating privileges during daylight hours on Saturdays and Sundays.

During the year the boys make trips to the Indiana State Fair, the Shrine Circus, the Hobby and Gift Show, Clowes Hall, and the Zoo. A captioned film is shown each weekend for the girls and boys who do not go home.

Each year bowling tournaments are held for the younger boys, and there are prizes for the winners in four of the dormitories. The bowling alleys are open each afternoon or evening when the students have free time.

During the winter months the younger boys build model cars, planes, and boats. In addition to normal play there are tournaments in checkers, chess, and pool. In the basement playrooms there are wrestling mats, punching bags, basketball goals,

indoor baseball, and other equipment for exercise.

Boys Clubs

Boy Scouts--This is a program for boys 11 to 15 years old. There is one weekly meeting and one weekend a month at camp. The boys learn the basic scouting skills and enjoy the freedom of the outdoors.

Explorer Scouts--This is a program for boys in high school. This program is designed to acquaint the boys with the things that exist in the adult world. The group has programs and demonstrations given by adult leaders in the Indianapolis community. The club meets twice a month.

Boys Club--Membership is limited to high school students who are sophomores or above. Meetings are held each week and are conducted according to Roberts' Rules of Order. Members can use the club rooms during any of their free time. Rooms are equipped with pool tables, ping pong tables, and television sets. Trophies are given each year to winners of tournaments in pool, ping pong, bowling and other activities. The club has the soft drink concession in the boys dormitory and also sells soft drinks at outdoor athletic events.

Hobby Club--The Hobby Club meets in one of the large rooms in the basement which is open much of the time. The boys constantly work at building, arranging, and running a large model train project. A friend of the school donated funds to support this club.

The Science Club--Membership is composed of boys who are too young for other clubs. The club is presently equipped with microscopes, simple laboratory equipment, and materials.

Girls Dorm

Facilities are available in the dormitory for ping pong and bowling. Outside playground equipment includes a roller

skating rink, tennis court, swings, and slides. In inclement weather the younger girls have large basement playrooms where they can play as they wish. each dormitory unit has a living room with television, games, and other equipment. There is a darkroom for girls who are interested in photography as a hobby. It is equipped with an enlarger, a safe light, etc. Volunteers teach classes in baton twirling, ballet, and modern dance. The younger teen-agers enjoy a hobby room where they can paint, sew, have parties, etc.

The high school girls may go shopping on their own on designated days in groups of two, three, or four. Younger girls go on supervised shopping trips, mostly on Saturdays. The juniors and seniors may have dating privileges during daylight hours on Saturdays and Sundays. During the year the girls make off-campus trips similar to those taken by the boys.

Girls Clubs

Girl Scouts--This activity is for girls through the seventh grade. They have a large club room in the basement with a completely equipped kitchen. Weekly meetings are held to work on badges, to have parties, and several times a year to hold meetings with troops of hearing girls. The Girl Scouts go camping whenever possible.

Y-Teens--This club is for eighth graders, freshmen, and other girls who are not in the Girls Club. They are part of the Indianapolis YWCA and have a nicely furnished club room in the dormitory which is open on weekends.

Pep Club--This club cheers the athletic teams on at home games and sometimes makes trips to neighboring schools. Six cheerleaders perform at all home games, and some trips have been taken to nearby schools for the deaf where Indiana teams have played.

Girls Club--This club is for girls from the sophomore class up. Membership is limited by the constitution to 24 girls, and when there are too many girls eligible, new members are voted in my the sponsors and old members are retained with scholastic

achievement as one of the first requirements. Members learn how to conduct meetings properly, enjoy socials and parties with boys, go on camping trips, and work on service projects. The club room is attractively furnished and is open to members after school and on weekends.

1200 Club

The 1200 Club, a spacious facility in the basement of the Service Building, is open several nights a week and on weekends, especially for the high school students. There are provisions for music, dancing, pool, ping pong, and other games. The 1200 Club also includes a well-equipped snack bar. The room is available for school parties and meetings of large groups.

Athletics

The Indiana School for the Deaf is a member of the Indiana High School Athletic Association and has a varied interscholastic athletic program. There are teams for younger children as well as for high school students, including fifth and sixth grade teams for the 11 and 12-year-olds and seventh and eighth grade teams for the 13 and 14-year-olds.

The fall sports include football and cross country.

The winter sports are basketball and wrestling.

The spring sports are baseball and track.

Teams on the various levels play against other schools in the area. Swimming may be added to the interscholastic athletic program soon. The coaches are members of the academic staff who have a special interest in the various sports.

RELIGIOUS PROGRAMS

On Campus

During the school year a number of local churches sponsor religious education during out-of-school time. Space is provided on campus for this activity immediately after school on Thursday afternoons.

Off Campus

Some churches have programs for the deaf members of the Indianapolis community and invite pupils from the Indiana School for the Deaf. The school is happy to permit pupils to attend these programs under certain conditions: (1) Parents must give written permission on a form provided by the school. The school can assume no responsibility for pupils while attending or en route to and from off-campus programs. (2) The church involved must arrange to pick up the pupils for off-campus programs and must return them in time for the noonday meal. (3) The school together with each church involved must determine the age limit for children attending off-campus services. Children may not switch from one off-campus church program to another during the school year.

The local churches with programs for deaf children occasionally have picnics and religious instruction or other events. Children may attend if the parents give blanket permission.

No School-Sponsored Services

The school does not assign members of the staff to religious education activities. Teachers and other personnel may volunteer their services to participating churches on their own time.

PARENT RESPONSIBILITY

Deposits Required

Parents are required to place in each student's general account a deposit of $15.00 on Opening Day. This deposit will take care of haircuts given to the boys at the school. It will also take care of earmolds for new pupils and for others as needed, materials for shoe repairs, bus fare if a child should need to go to town, a subscription to The Hoosier, the monthly school publication, subscription to daily papers for high school students, educational papers for younger students, and other expenses too small to justify a letter home.

Recreation Account

An additional $5.00 recreational fee is required for all pupils. This is known as the Recreation Account and will take care of admission to movies, parties, athletic contests and similar events for the entire school year.

Parents should come prepared to pay for their child's Scout dues ($1.00) on Opening Day if he or she is a member of one of the Scout troops.

Spending Money

Spending money is something a little extra for pleasure trips and outings such as a trip to the corner drug store for an ice cream cone or to the "Five and Ten." For smaller children spending money should be brought and given directly to the directors of the Primary Units who will keep a careful and accurate accounting of it.

Spending money for pupils in the first four dormitories in Johnson Hall and Simpson Hall must be given to the houseparent. These pupils will then be given a weekly allowance, the amount to be determined by the parents. High school students may care for their own money.

Medical Care

Parents are required to furnish glasses when necessary and to take care of all medical, surgical, and hospital expenses other than those the school's infirmary and nursing staff can provide. If parents have hospitalization or medical insurance, this information should be put on the health certificate. The school physician strongly urges the tetanus vaccination or booster. In view of the epidemics of past years, the school strongly urges that all pupils have immunization against influenza during late August or early September. A licensed physician and nurse are on call 24 hours a day.

Requirements for Medication Brought into the School by Parents of Children

The Indiana State Board of Health has established the following rules and procedures for medication brought by parents. These rules are for the protection of each child's health and parent cooperation will help the school give the best medical care.

All medication must be given on the order of a licensed physician and the label must contain the following information:

1. The physician's name
2. The child's name
3. Specific directions for use
4. The specific name of the drug (not just "antibiotic" or "antihistamine") must be either on the label of the container or a duplicate copy of the prescription accompanying it. It is

sometimes necessary for the school physician to have this information.

Any instruction for the medical care of the child must also be sent to the school in writing. It is the policy of the school physician to carry out the instruction of the prescribing physician.

The school physician may reject any medication left by the parent that is not ordered by a licensed physician.

All medications provided by the parent must be taken to the school nurse by the parent and under no circumstances are children to be given medicine of any form to keep in the dormitories.

All drugs prescribed to the children must be listed in the U.S. Pharmacopoeia, National Formulary, or Physicians' Desk Reference.

Dental Care

Pupils are expected to report to the school with all dental work taken care of. The school does have an excellent dentist who serves on a limited basis. All pupils have their teeth examined and cleaned. Notices of needed dental care are mailed to the parents suggesting that they take their child to the family dentist for required services. When this is done, the mailed notice should be properly signed by the family dentist and returned to the school for recording.

Insurance

The school has arranged an accident protection policy with the Continental Casualty Company of Chicago. For $6.00 per year students are protected up to $500 for medical expenses of any type due to an accident. This is payable in addition to any other protection. Parents are urged to read the explanatory literature regarding this plan when it is received. Please note

that this policy does not cover injuries due to participation in interscholastic football.

Weekend Visits at Home

Parents are urged to have their children at home on the weekends whenever possible. While the school maintains a full schedule of extracurricular activities and there is no requirement that pupils go home for the weekend, any pupil not engaged in a school activity may spend the weekend at home. All children going home for the weekend must be called for by 8:00 p.m. Friday or by noon Saturday. Primary children may be called for anytime after 2:45 p.m. Fridays and all other pupils after 3:45 p.m. All pupils must be checked back into their dormitories before 5:00 p.m. on Sunday or between 8:00 and 8:20 a.m. Monday morning. PARENTS RETURNING CHILDREN TO THE SCHOOL ARE EXPECTED TO CONTACT THE HOUSEPARENT ON DUTY TO ASSURE THAT THE CHILD IS ACCOUNTED FOR AT ALL TIMES.

Parents' Visiting Privileges at School

Parents are encouraged to visit their children and the school and to become acquainted with the members of the school staff. A child will gain the most from school when there is 100 per cent understanding and cooperation between parents and the staff of the school. The school does request that all visitors, including parents, obtain a pass from the principal's office before visiting the classrooms and that each visit not exceed 30 minutes per classroom.

Special Visitation Requests

Weekend visitation among the students, with the approval of their parents, is permitted during the school year. Letters

must be written by both parents involved and sent directly to the superintendent for approval no later than the Wednesday before the weekend of the visit. All letters concerning visitation must include the following:

1. The names of both children involved
2. The address of the home in which the visit will take place
3. The name of the person who will call for the children at school and the date on which that person will call
4. The name of the person who will return the children to school and the date on which they will return.

Due to problems of proper identification, no permission will be granted by telephone. For the same reason no permission will be granted to children who bring letters to the office or to the dormitories.

Special visitation request forms are available from the superintendent or the deans or dormitory directors.

Letters and Packages to Child

Mail time is an eagerly awaited time for the children, and much language is built around news received in letters and cards. Parents are STRONGLY URGED to write regularly as this keeps the child in touch with home. The children are delighted with an occasional package containing small gifts to each member of his class. This helps the child learn to share with others.

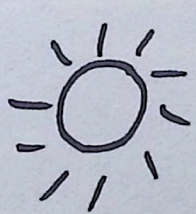
Pupils are encouraged to write letters or cards from the classroom every two weeks. Those who are unable to write for themselves will have letters written for them. Should a child become seriously ill or should some accident happen, the school office will contact parents immediately.

Children enjoy receiving simple, "newsy" letters--printed and illustrated by Mother. An example:

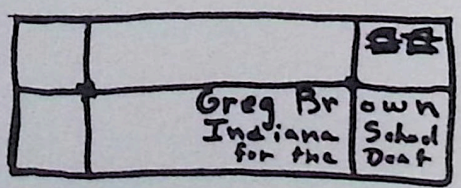
September 9, 1968

Dear Greg,

Today is Monday.
Daddy is at worK.
Casey is sleeping.

the  is shining.
It is warm.

I will send you a box on Wednesday.

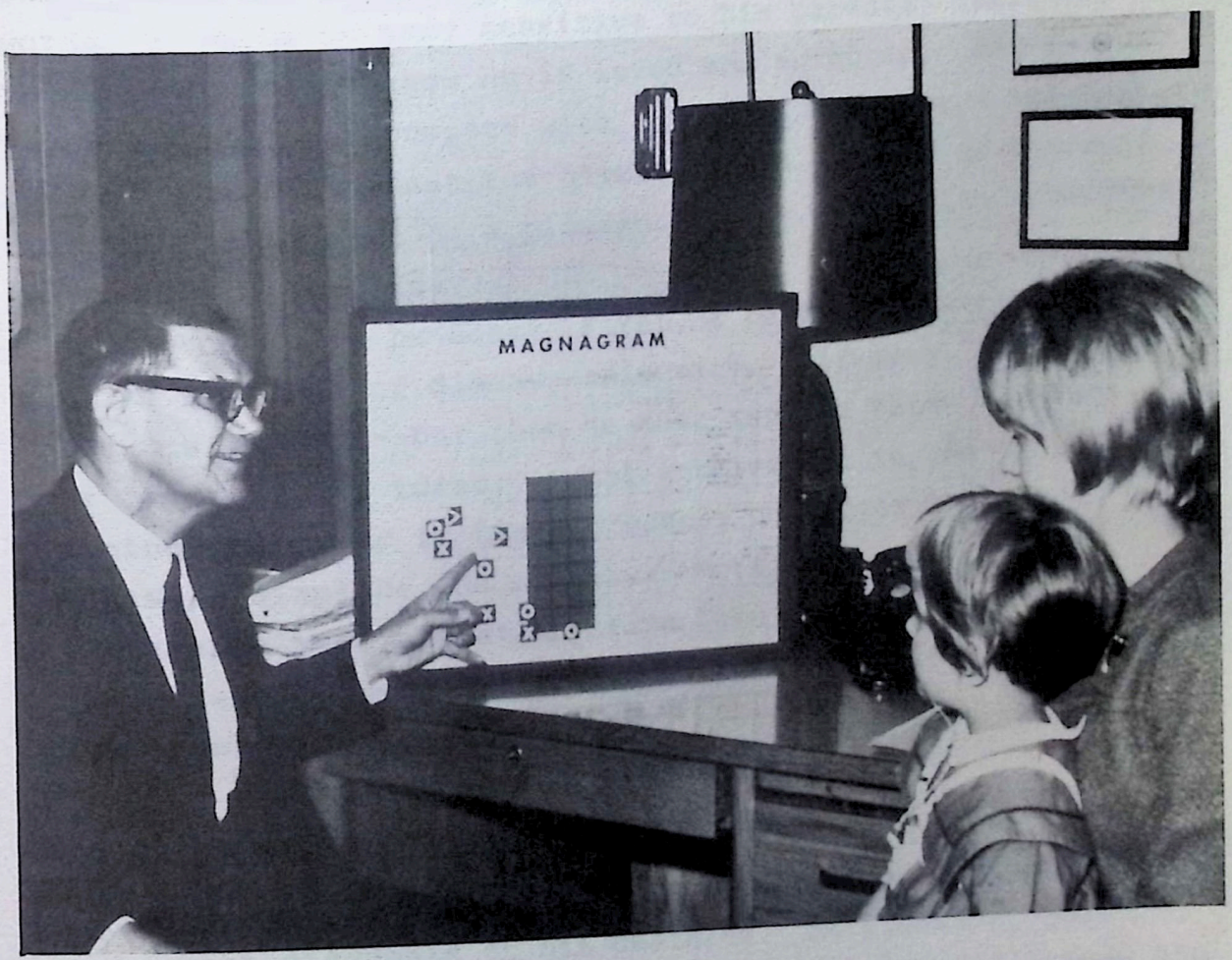


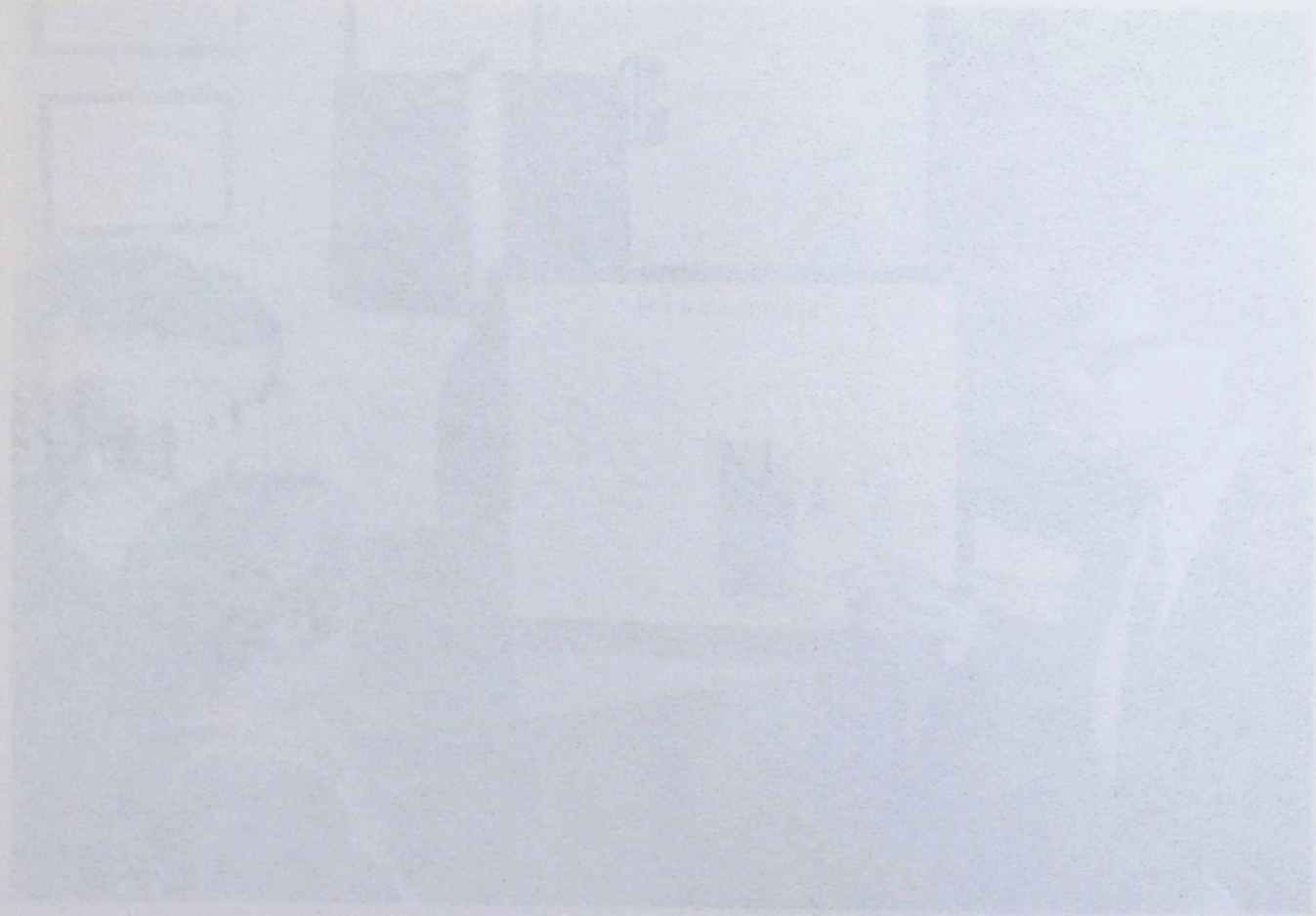
Share the cooKies with the boys and girls.

I love you. You are my big boy.

Love,
Mama xxxxx

PARENT EDUCATION





Family Relationships

It is most important that parents realize the necessity of a good relationship between the hearing handicapped child and his family, both during the preschool period and during the child's school years. Even though he cannot communicate with words, a child is very sensitive to his parents' feelings. They must let him know he is loved and accepted. He must be given a chance to compete with his hearing brothers and sisters. He must learn to trust the hearing world as well as his deaf friends. Home must be a pleasant, happy place with consistent, reasonable discipline.

How can this be done? First, a parent can learn to accept his own feelings of dismay, animosity, self-pity, or perhaps guilt, as natural--but then he must replace these feelings with more constructive ideas. Total involvement in the child's training and pride in his successes, no matter how small, will eventually displace the negative emotions.

Parents must not at any time lose sight of the overall aim--that of developing a well-adjusted, enthusiastic, self-reliant child-growing-into-adult.

Preparing a Child for His First Year Away from Home

Preparation of a child to go to school should begin immediately upon diagnosis of his deafness. Attitudes of self-reliance and curiosity about all the exciting world around him should be fostered in the child. Parents should constantly be aware of the urgency of letting the child assume all the responsibility of which he is capable. One overprotective mother stuck signs up in the house--"Let John do it"--to remind herself that her child must learn to do things for himself.

A deaf child especially needs to learn to be away from home. An occasional overnight visit (with perhaps longer visits as he grows older) with Grandma or a loved friend will help prepare him for the school experience. He should be guided to feel that just as there is a happy time of going, there is also a happy

time of returning.

A visit should be made to the school with the child. If it entails an overnight trip, by all means let the child use his own special suitcase--the one which he will use when he goes to school. Let this suitcase be associated with happy trips. Pictures should be made of the playground, a bedroom, the front entrance, and any other area which interests the child. These should then be put into a small album which he can treasure and show his friends and family at home.

The child should be allowed to participate in the shopping for clothes for school--with frequent and enthusiastic references to the picture album of the school.

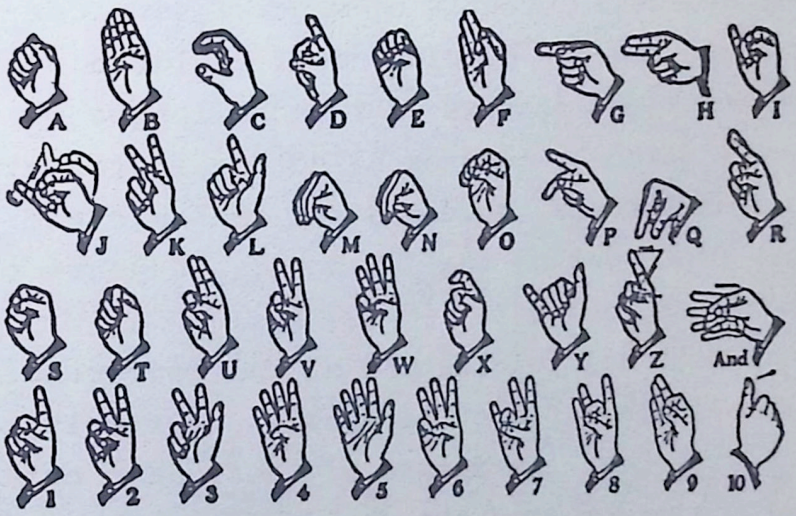
The actual packing should be a pleasant, relaxed time (Mother's tears must not show) with the child helping--not a last minute, hectic midnight procedure done only by the mother. A few favorite toys and books should be included.

As for the actual parting, it should be loving but brief. How much better to start this new venture with a confident, self-assured attitude and not a tearful scene with Mother!

Methods of Communication

All pupils are first entered in the oral department where speech and speech reading together with writing are the means of communication. Speech is taught by teaching the child to produce separate sounds--the sound of each vowel, consonant, and double vowel. As these sounds are mastered, the child is taught to put them together into words. Failure to progress at a reasonable rate by these methods leads to a transfer of the pupil to special classes where writing and fingerspelling are the chief means of communication. Fingerspelling is the use of the manual alphabet. When this method is used, every word is spelled with the fingers. It is believed that fingerspelling has advantages for those who will never be able to learn to talk intelligibly or to read the speech of others with reasonable facility. An attempt is made to meet the needs of

all pupils enrolled in the way that is best suited to them. The latest trend has been to employ fingerspelling and speech simultaneously for more able students. This is known as the simultaneous or Rochester method. Sign language is the use of several kinds of signs, made with the hands, to communicate ideas. This method of communication is recommended for use only in special situations such as coaching and oratory where distance makes it impossible to see well enough to understand lipreading or fingerspelling. It is also allowed in the dormitories and at assemblies for the older children.



THE MANUAL ALPHABET

Safety Records of Deaf Drivers

It has been stated that deaf drivers are at least as good, and possible better than, hearing drivers. One survey shows that in the United States deaf drivers have one-fourth as many accidents proportionately as hearing drivers.

It has been estimated that 97 per cent of driving decisions are based on sight. Therefore deaf drivers tend to compensate for their handicap by being more careful and alert visually than other drivers. Most states require deaf drivers to have a side mirror on the driver's side. The problem of sirens can be avoided to a great extent by noting any unusual action of other drivers which would indicate the approach of an emergency vehicle.

Preschool Parents Conference

A conference for preschool deaf children and their parents was held for the first time late in August 1968. Parents and children were housed in the primary dormitories providing an excellent opportunity for the children to become familiar with the building, rooms, and play areas where they would soon begin their school life. While the children were making new friends among other little deaf children and getting to know some of their future counselors, parents heard talks by experts on the medical, psychological, educational, audiological, and vocational aspects of deafness. Panels of special services personnel, deaf adults, and parents of older deaf children helped to give an even more complete picture of the challenges of deafness. Demonstrations were given by classes of deaf children at various grade levels so that parents could see the academic and social growth that takes place during the first 8 to 10 years of education at a school for the deaf.

Perhaps the most helpful feature of the conference was discussions during coffee hours when parents spoke freely of their own doubts and fears about the future of their deaf children and found that other parents shared the same concerns.

ORGANIZATIONS SERVING THE DEAF

ORGANIZATIONS SERVING THE DEAF

There are many organizations of and for the deaf. The following section contains a representative list of organizations of interest to parents of deaf children. By glancing through this section parents will become familiar with services and activities being conducted for our deaf citizens.

For further information about organizations serving the deaf consult the American Annals of the Deaf. Copies of this book are available in the Indiana School for the Deaf library or a copy can be purchased from:

American Annals of the Deaf
Gallaudet College
Washington, D.C. 20002

Parent-Teacher-Counselor Organization

The Parent-Teacher-Counselor Organization at the Indiana School for the Deaf is one of the strongest and best-organized parents' groups affiliated with a school for the deaf in the country. The Indiana parents group has a national reputation for being progressive, innovative, and productive. The PTCO newsletter, The Communicator, has been praised both nationally and internationally. Quotations from The Communicator have often been used in other publications pertaining to the deaf.

It has been said that no child needs an education so greatly as does the deaf child. It can also be said that no parents need to acquire an understanding of their handicapped child so desperately as do parents of deaf children. Through the efforts of dedicated parents, the PTCO has grown from a membership of 24 in 1951 to over 700. Some of the PTCO's projects and activities are listed below:

Legislative--During and before sessions of the Indiana General Assembly, parents are asked to contact their local state Representatives to advise them about the needs of the school.

School Pictures--The PTCO handles details of picture taking and sales.

Fund-Raising--Each year a softball game is played between parents and teachers. A drawing for prizes is also held at this time. Parents are asked to sell tickets in their area. This day-long event is the main fund-raising activity of the year.

Acceptance and Adjustment Awards--These awards are for acceptance and adjustment to the handicap of deafness without regard for academic achievement. A boy and girl from each dormitory area are chosen by the counselors to receive the award. The award helps encourage the students to look upon their deafness as an inconvenience rather than a handicap.

Contributions to the School--Past PTCO contributions to to the school include: electric scoreboard in the Activity Building, the Scout building, typewriters, reading machines, filmstrips and books for the library, Athletic Field Lighting Fund, $1000 worth of toys for the Intermediate Primary Building, bulletin boards, study carrels, and clothing fund for needy children.

Other Organizations Serving the Deaf

Alumni Association--The Indiana School for the Deaf Alumni Association is a newly-organized group established on May 25, 1968. The membership consists of 185 members and 45 associate members. Meetings are held during even years at the Indiana School for the Deaf. Some of the objectives are to assist the school and to provide scholarships for students. Officers include president, first vice president, second vice president, secretary, and treasurer.

American Athletic Association of the Deaf--Organized in 1945, the American Athletic Association of the Deaf is the largest sports organization for the deaf with a membership of 150 independent clubs and seven regional associations. The membership includes 15,000 members in 41 states. This organization today constitutes the parent body of sports for the deaf in the United States.

The International Games for the Deaf were held in Washington, D.C. in the summer of 1965. During 30 years of American participation, this was the first time the event had been held in the United States. AAAD regulates uniform rules of athletic competition among member clubs of the deaf and aids in the improvement of the public image of our deaf athletes. It sponsors annual basketball tournaments, selects and "Outstanding Deaf Athlete of the Year," and sanctions and promotes state and regional basketball, softball and track trournaments. The AAAD also works with the National Association of the Deaf on constructive actions to benefit all deaf citizens.

Member clubs in Indiana:

Greater Indianapolis Deaf Club
210 East Ohio Street
Indianapolis, Indiana 46204

Anderson Deaf Club
c/o Alona J. Cargile
11 Bryon Court
Gas City, Indiana 46933

Alexander Graham Bell Association for the Deaf, Inc.--The Association is dedicated to the improvement of the education of the deaf and hard of hearing, their ability to communicate with those who hear normally, and their adjustment to life in the hearing world. The Volta Bureau, headquarters of the Association, is an information center on deafness, founded by Alexander Graham Bell in 1887. Its library on deafness and speech is probably the largest in the world.

Of special interest is the Association's International Parents Organization which provides for nationwide participation of parents working cooperatively in an attempt to understand the problem of deafness.

The Alexander Graham Bell Association publishes a monthly magazine, THE VOLTA REVIEW which contains many articles of interest to parents and teachers of deaf children. The subscription rate is $8.00 a year. Subscriptions are available from:

Alexander Graham Bell Association
for the Deaf, Inc.
1537 35th Street, N.W.
Washington, D.C. 20007

American Speech and Hearing Association--The purpose of this organization is to encourage scientific study of the processes of individual human speech and hearing, to promote investigation of speech and hearing disorders, and to foster improvement of therapeutic procedures with such disorders.

Affiliated Organization: Indiana Speech and Hearing Association
Speech and Hearing Clinic
University of Notre Dame
420 Main Building
South Bend, Indiana 46556

Conference of Executives of American Schools for the Deaf--Convention of American Instructors of the Deaf--These organizations, made up of professional educators of the deaf, act in a general capacity as information centers on the education of the deaf, to promote professional growth, and to raise the educational standards in the area of deafness.

The Convention of American Instructors of the Deaf passed a resolution at their 1967 meeting to encourage the organization of a national parents group which would promote the education and welfare of all deaf children. Organization plans are now in progress and parents interested in such a group can contact the Convention of American Instructors of the Deaf for the latest information.

Marvin B. Clatterbuck, President
Oregon State School for the Deaf
999 Locust Street, N.E.
Salem, Oregon 97310

Council of Organizations Serving the Deaf--The Council was established in 1967 to promote the best interests of deaf persons through the cooperative efforts by the autonomous member organizations of and for the deaf. The following national groups are active members: Alexander Graham Bell Association for the Deaf, American Athletic Association for the Deaf, American Instructors of the Deaf, Board of Missions to the Deaf Lutheran Church-Missouri Synod, Conference of Episcopal Church Workers Among the Deaf, Conference of Executives of American Schools for the Deaf, Gallaudet College Alumni Association, International Catholic Deaf Association, National Association of the

Deaf, National Association of Hearing and Speech Agencies, National Congress of Jewish Deaf, National Fraternal Society of the Deaf, Professional Rehabilitation Workers with the Adult Deaf, Registry of Interpreters for the Deaf, Communicative Skills Program. (Associate Members: Deafness Research Foundation, Ephphatha Mission for the Deaf.)

Communicative Skills Program--The purpose of this organization is to develop effective curricula, sound pedagogic guidelines, avenues of recruitment, and dissemination of information, and provisions for administrative controls in the direction, development, and evaluation of a high-quality program in teaching manual communication to rehabilitation counselors and such related personnel as psychologists, social workers, vocational instructors, psychiatrists, parents, and others whose field of endeavor involves contact with deaf persons.

Communicative Skills Program
National Association of the Deaf
2025 Eye Street, N.W.
Washington, D.C. 20006

National Advisory Committee on Education of the Deaf--This committee was appointed to advise the Secretary of Health, Education, and Welfare concerning existing programs for the education of the deaf and will chart new approaches to the communication problems for the deaf.

National Association of the Deaf--The National Association of the Deaf was founded in 1889 and is a nonprofit organization for the welfare of the deaf. It is a federation of state organizations with over 10,000 members. Thirty-three state organizations and the District of Columbia are affiliated with the World Federation of the Deaf with headquarters in Rome, Italy. It publishes a monthly magazine, The Deaf American, which is helpful not only to the deaf but to all interested persons, particularly parents.

Subscription to The Deaf American is $4.00 yearly.

Mr. Jess M. Smith, Editor
THE DEAF AMERICAN
5125 Radnor Road
Indianapolis, Indiana 46226

Affiliated Member:

Indiana State Association of the Deaf
Eugene F. Schick, President
701 South Fourth Street
Beech Grove, Indiana 46107

Junior National Association of the Deaf--The Junior NAD is an organization for, of, and by deaf youth, with chapters in schools for the deaf throughout the United States. Basic objectives are to provide for young deaf people training in citizenship, opportunity to contribute to community growth and development, and a medium for self-directed utilization of their potential. The ultimate goal is to safeguard and promote independent living and self determination of all deaf people in America.

Jr. NAD motto: "Promoting the tomorrow of all the deaf by working with the deaf youth of today."

The Jr. NAD chapter at the Indiana School for the Deaf, although not organized until 1967, is already one of the outstanding chapters in the country.

National Association of Hearing and Speech Agencies--

Member Agencies in Indiana:

Indiana University
1330 E. 10th Street
Bloomington, Indiana 47401

Gary Hearing Society
225 Joliet Street
Dyer, Indiana 46311

Tri-State Hearing and Speech Association
3701 Bellmeade Avenue
Evansville, Indiana 47715

Community Coordinating Center for Rehabilitation and Health Services
227 East Washington Street
Fort Wayne, Indiana 46805

Fort Wayne Hearing Society
1027 E. Wayne Street
Fort Wayne, Indiana 46802

Indianapolis Speech and Hearing
Center
615 North Alabama Street
Indianapolis, Indiana 46204

Hearing and Speech Center of
St. Joseph County
208 North Ironwood
Mishawaka, Indiana 46544

National Fraternal Society of the Deaf--The Society was organized in 1901 in order to provide a source of insurance protection for the deaf. At that time most companies were unwilling to insure the deaf. Now health and life insurance coverage pose no problem, but adequate coverage for the deaf to operate a motor vehicle is still difficult to obtain.

The NFSD has over 10,000 members and 125 lodges located in more than 100 cities in the United States and is licensed to do business in 35 states and Canada. It is a nonprofit organization which provides its members with various classes of life insurance and disability coverage. The NSFD also functions as a fraternal lodge with a ritualistic form of lodge procedure.

Divisions in Indiana:

NFSD Division No. 104
3834 Northcreek Drive
Fort Wayne, Indiana 46805

NFSD Division No. 136
114 East 15th Street
New Albany, Indiana 46150

NFSD Division No. 22
335 Harbison Avenue
Indianapolis, Indiana 46219

NFSD Division No. 153
5931 Dewey Avenue
Indianapolis, Indiana 46219

Registry of Interpreters for the Deaf--The purpose of this organization is to insure a more effective use of interpreters by the deaf. Membership is limited to those who are able to communicate effectively with deaf or hard of hearing by sign language.

A partial list of Indiana members:

Ray Browning
P.O. Box 11
Indianapolis, Indiana 46204

Susan Christian
Apt. 89
4460 Marcy Lane
Indianapolis, Indiana 46205

Ellen Fair
Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205

Mary Jane Goff
2518 Villa Avenue
Indianapolis, Indiana 46203

Ailene A. Keatly
30 Chester Drive
Beech Grove, Indiana 46107

Ethel Koob
Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205

Alfred J. Lamb, Superintendent
Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205

Mrs. Martha Larsen
Indiana School for the Deaf
1200 East 42nd Street
Indianapolis, Indiana 46205

Joyce Mather
6552 Cornell
Indianapolis, Indiana 46220

Ann McBride
5346 Brendon Park Drive
Indianapolis, Indiana 46226

Jess M. Smith
5125 Radnor Road
Indianapolis, Indiana 46226

Dorothy Stanfill
5033 Evanston Avenue
Indianapolis, Indiana 46205

Other Foundations and Information Centers--

American Annals of the Deaf
Alexander Graham Bell Association for the Deaf, Inc.
The Audiology Foundation
Conference of Church Workers Among the Deaf
Deafness Research Foundation
International Catholic Deaf Association
National Congress of Jewish Deaf
National Society for Crippled Children and Adults, Inc.

For further information about these organizations see the May 1968 issue of American Annals of the Deaf.

Home for the Aged Deaf--Archibald Memorial Home for the Deaf
Brookston, Indiana

Social and Welfare--A complete listing of these groups may be found in the May 1968 issue of the American Annals of the Deaf.

Vocational Rehabilitation--Mr. Gayle S. Eads
Director Vocational Rehabilitation Division
Indiana Division
1028 Illinois Building
17 West Market Street
Indianapolis, Indiana 46204

David W. Myers, Counselor for Deaf and Hard of Hearing
State Department of Public Instruction
Division of Vocational Rehabilitation
701 Illinois Building
17 West Market Street
Indianapolis, Indiana 46204

Additional sources of information and assistance for parents of deaf children may be found in the pamphlet, Directory of Services for the Handicapped in Indiana, 1967, available from:

Division for the Handicapped
Indiana State Board of Health
1330 West Michigan Street
Indianapolis, Indiana 46207